

Middle School Initiative

**PART I
COVER SHEET**

CAP 5 SEMESTER 1 WEEK 6

COURSE: Leadership Officer Staff Duty Analysis, Achievement 12

LESSON TITLE: Plan a Tutoring Session

LENGTH OF LESSON: 30 Minutes

METHOD: Lecture and Discussion

REFERENCE(S):

1. *Leadership: 2000 and Beyond*, Volume II, Chapter 11
2. CAPP 52-14, *Staff Duty Analysis Guides*, Attachment 1, 15 Oct 98
3. CAPR 20-1, *Organization of Civil Air Patrol*, Part III, Page 35, 29 May 00
4. CAPM 50-4, *Test Administration and Security*, 1 Nov 93
5. CAPR 52-16, *Cadet Program Management*, Chapter 2, 31 Dec 98

AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL(S): Handout 1 - Cadet Leadership Officer Checklist

COGNITIVE OBJECTIVE: The objective of this lesson is for each cadet to plan and conduct a tutoring session.

COGNITIVE SAMPLES OF BEHAVIOR: Each cadet will willingly learn the art of tutoring in preparation to write a tutoring plan and conducting a tutoring session.

AFFECTIVE OBJECTIVE: N/A

AFFECTIVE SAMPLES OF BEHAVIOR: N/A

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PART II TEACHING PLAN

Introduction

ATTENTION: As you begin the Staff Duty Analysis lessons in Phase IV of the cadet program, you will find that the duties and responsibilities of the cadet officer increase.

MOTIVATION: At times you will feel like you are doing it all, but with proper training and patience you will find that the various duties of a senior cadet officer are not as hard as they appear on the surface.

OVERVIEW: In Achievements 12 through 16, Staff Duty Analysis is part of the executive training. In this first lesson in a series of four on the Leadership Officer, each cadet learns the various duties associated with the cadet leadership officer beginning with tutoring another cadet.

TRANSITION: Shall we get started?

Body

Instructor's Note: Hand out Handout 1 for future use during this series of staff duty analysis lessons. Have the cadets refer to the Handout to ensure they are meeting the requirements of this staff duty analysis lesson.

MP 1 Tutoring can take on several different aspects: as a coach, as commentator, or as a counselor. The most obvious role of the tutor is that of a coach, and since the similarities to a sports coach are rather obvious, they don't need any elaboration. The coach, of course, is the trainer, the encouraging helper who tells students what they need to know in order to become more skilled and what exercises they need to work on in order to improve. Less obvious, though, is where the coach stands during all this—namely, at the sidelines. The coach can diagnose what's not working effectively, what's going wrong, and how to improve, but does not do the work for the learner. This is stressed because of the obvious truism in the tutoring situation. It is so easy for the tutor to begin talking and simply not stop, to go on and on lecturing to a passive, captive, or grateful listener, to assume control of the situation, to think for the student, and even, unwittingly, to give the student the answers the student should have been searching out.

MP 2 The tutor must learn when and how to shut up. This is considered a crucial point because people who are drawn to tutoring are usually those who find it rewarding to help the next person. Thus, we have to fight a natural inclination to rush in and provide all the help we can, and it is so easy to fall prey to thinking that we are helping students when we provide the answers. What we need to do as we tutor is to remind ourselves that we are coaches and not

members of the varsity squad. For example, students who come to a writing lab for help because they are having difficulties in developing a topic for an assignment do not need a lab tutor to give suggestions for material. Instead, they need to learn ways to develop ideas. They should leave the writing lab not just with a mental or written outline or list of suggestions for what to write for that troublesome assignment, but also with some techniques, resources, or whatever we choose to call them for finding future material for future writing. Similarly, the student who comes to a tutoring session with a disorganized paper doesn't benefit in any permanent way from our demonstrating how to reorganize that paper. That student needs also to carry away some techniques for spotting lack of organization and for reorganizing. In short, students need help in learning how to overcome problems, and they need to be aware that what they've learned can be generalized to future situations. This means the tutor should not merely learn the subject matter in order to deliver it—a lecturer can do that, but the tutor needs to acquire two different sets of strategies. One set is to be passed on to the student (for example, some techniques to help invent material or perhaps some proofreading techniques to check adequate punctuation), and the other set is for the tutor's own use in order to help students learn what they couldn't learn from their textbooks, lectures, or classrooms. The tutor must learn when and how to shut up, that is, to figure out when to insert pauses or moments of silence into the tutorial.

MP 3 To help students learn, ...act slightly stupid. The difficulty here is that those of us who seek out opportunities for tutorial instruction are usually a talky bunch. We enjoy words, we enjoy conversational settings, and we enjoy meeting other people. Thus we are prone to so much talk that we don't give the student sufficient opportunity to interrupt and ask questions—or even find a moment of quiet to think about what's been said or to answer a question just posed. Another technique to help students learn is to act slightly stupid. That is, good tutors when raising a question ought to inject a note that they too are looking for an answer and inviting the student's help. What is being suggested is to be sure that we are constantly initiating real inquiry as we move forward. When we ask a question, it should be clear that this is not a verbal test or quiz in which we want to see if the student knows what we know. This suggests, in turn, that the prime requisite for the tutor is not necessarily total command of the subject. This also suggests another reason why peer tutors are successful. It is suspected that because students perceive a fellow student as less threatening, they are more likely to search for answers that please themselves and not the tutor. For those of us too far over the hill ever to be mistaken as a fellow student, it is necessary to keep searching for techniques to assure students, particularly remedial students, that they are among friends.

MP 4 For the next week's lesson on tutoring, I want you to make a plan on how to tutor a fellow cadet and be prepared to conduct a tutoring session.

Conclusion

SUMMARY: We have learned the ways to tutor another student in preparation of writing a tutoring plan for conducting a tutoring session next week.

REMOTIVATION: During this Phase IV of the cadet program, you will be helping the younger cadets in learning Aerospace Education. It is important that you know the proper method for tutoring.

CLOSURE: Next, we will have a safety briefing followed by our Moral Leadership class.

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**PART III
LESSON REVIEW**

LESSON OBJECTIVE(S): The objective of this lesson was for each cadet to learn the proper way to tutor a fellow cadet and to write a plan using this knowledge in preparation for conducting a tutoring session.

LESSON QUESTIONS: None